INFLUENCE OF STUDY HABITS, LEARNING STYLE AND SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS

A Research proposal
of the Ph.D. Study in Education

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Title:

Influence of Study Habits, Learning Style and Socio-Economic Status on Academic Achievement Among Secondary School Students

Introduction:

Education is an important part of human life. Education can make a child better citizen and achieve his overall developments. Students should have good study habits. Students must engage in learning through visual aids, hearing aids and direct experience. This will help you learn the content easily and remember it for a long time. Students should collect notes on the subject, opportunities should be utilized, time management must be done. This will help the students to better academic achievement.

Concept and meaning of selected variables:

Study Habits:

Study habits have a major impact on students' academic achievement. Good study habits are study techniques that enhance the students to realize their full potential. Students must have good learning habits. There are many types of good learning habits namely, Student is constantly engaging in study, using the best learning opportunities, time management, practicing in a good environment, collect the notes etc. The child's academic success and failure rests on his study practice.

Definitions of study habits:

1) Crede & Kuneel (2008)[20]:- Defines Study habit as study routines, including, but not restricted to, frequency of studying sessions, review of material, self testing, rehearsal of learned material and studying in a conducive environment.

2) Armstrong[14]: Defined Study Habits as the sum total of all the habits, determined purposes and enforced practices that the individual uses in order

to learn.

Operational Definitions of study habits:

1) Study habits are some of the best habits that student can incorporate into their study to better academic achievement.

Ex: Notes taking, Time management etc.

2) Study habits are strategies that can help to better learn. Namely, notes taking, time management, continuous practice, smart study, use the learning opportunities etc. If the students' adopts these, it will help to make good progress.

Learning style:

Learning style has a major impact on students academic achievement. Each students learning style is different. There are many different learning styles as well, visual, auditory, reading and writing, and kinesthetic. These will help the students to achieve better academic achievement if he applies them to his studies.

Definitions of learning styles:

1) Keefe (1979,cited in Brown, 2002:10)[30]: defines learning styles as "the characteristic cognitive, affective and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment.

2) Oxford et al. (1991)[30]: Briefly defines the learning style as the general approaches students used to learn a new subject or tackle a new problem.

Operational Definition of Learning Styles:

1) Learning style is one of the few different ways that students can learn to make learning easier and to memorize content over a long period of time.

2) Learning style is a different way of learning. Learning style is if students engage learning through visual, auditory, experimentation, touch, tactile, etc.

Socio – Economic Status:

The family atmosphere should be as good as the first tuition at home. Only then will the student be able to excel in learning. If family is good for income, occupation and education, it can have a major impact on the students academic achievement. The family must have a socially good relationship. The family status in society all affect the students academic achievement.

Definitions of Socio – Economic Status:

1) American Psychological Association[21]: Socio economic status is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation.

2) Socio - Economic Status[29] is an economic and sociological combined total measure of a person's work experience and of an individuals or family economic access to resources and social position in relation to others.

Operational Definitions of Socio – Economic Status:

1) Socio – Economic Status is the sum of all income, occupation, education and status that a person or family possesses.

2) Socio – Economic Status refers to the amount of income a family or individual has and the socially related relationship and their effect.

Academic Achievement:

Academic achievement is the extent to which a student, teacher or institution has attained their short or long term educational goals. Academic achievement is commonly measured through examinations or continuous assessments. A number of factors have an impact on academic achievement. Namely study habits, learning styles, socio economic status, Family environment, school environment, teaching methods, teaching aids etc.

Definitions of Academic Achievement:

1) Crow and Crow (1969)[10]: Defined the Academic Achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him.

2) Conger and Peterson (1984)[31] : Which influence Academic Achievement. It has been observed that students, who take admission in schools after successfully competing admission tests, do not maintain the same level of achievement during the course.

Operational Definitions of Academic Achievement:

1) Academic Achievement is a stage where a student achieves a learning goal.

2) Academic Achievement is the best result when a students learning is measured by tests or continuous evaluation.

Need of the study:

This study is helpful to understand some of the factors that affect academic achievement. Education should be student centered rather than teacher centered. Teacher need to know the interest and habits of students. The learning style and hobbies of each students are different. Teacher should identify and teach them. Students should be provided with the opportunity to

learn through experience, visual, auditory, experimentation etc. Teacher should keep track of the socio economic status of students. Because not all students are financially strong. Some of the learning materials that teachers say are not available to the students. Providing opportunities for learning for such students should be helpful to all round development. Teachers should practice teaching through direct experience and teaching tools. This will keep the student interested in learning and simply learning the subject and remembering it for a long time. Teachers should incorporate all these elements into teaching and should incorporate it into their learning. This study will help the student to know the best academic achievement. Secondary sources are available in this study, namely articles, books, journals, library books etc.

Rationale for the study - Empirical Evidences for the selected variables:

The research studies conducted so far in the areas of students Study Habits, Learning Styles and Socio – Economic Status on their Academic Achievement form the basis for setting objectives and hypothesis for the present study thus the critical appraisal of the related studies is presented below.

Review of Related Literature:

Relevant literature review is an important step in the research work. Here is a selection of literature available on our chosen topic area. The review of literature is a summary of the reviews from various research literature related to the current study carried out by a researcher. It is an account of what is already known about a particular phenomenon. Orientation to what is known and not known about an area of inquiry to ascertain what research can best contribute to knowledge.

Study Related to Study Habits and Academic Achievement:

INDIAN STUDIES:

Kumar and Sohi (2013)[15] conducted a study of study habits of tenth grade students in relation to their academic achievements. This study compared the study habits of male and female students of rural and urban area and performance. The sample consisted of students were selected from four schools of Karnal district of Haryana. 'Study Habit Inventory of Palsane and Sharma' was used to collect the data. Academic Achievement Scores of 9th class from respective schools was taken.. Finally it was concluded that the sex of students was not likely to had any major effect on study habits and academic achievement of tenth grade students. It was also found that there was very high and positive relationship between study habits and academic achievement of tenth grade students.

Kumar (2013)[17] studied the achievement of secondary school students in relation to their study habit in that significant difference was found between study habit and academic achievement. No significant difference of academic achievement was found between rural and urban areas. There was no significant difference found between achievement in girls and boys studying in 9th class of urban areas. Significant difference was found between boys and girls of urban areas with respect to their academic achievement. It was also found out that there was significant difference between study habit of students studying in 9th class between rural and urban areas. Significant difference was found between study habit of boys and girls studying in 9th class in rural areas. In the last, it was found that there was no significant difference between study habit of boys and girls studying in 9th class in urban areas.

Andal and Sivakumar (2014)[1] investigated the relationship between study habits and students' academic achievement in science subjects of X standard students. The aim was to determine the relationship between various aspects of study habits and students' achievement in Science. This was meant to provide

a clear understanding of the phenomenon. The survey method was used in the study. A sample of 200 X students was chosen using simple random sampling technique. Some major hypotheses were raised leading to the application of correlation and regression analysis. Findings revealed that of all the study habits were regarded to students' academic performances.

Chamundeswari, S (2015)[9] observed that a significant difference between experimental and control group students pertaining to the study habits and academic achievement in mathematics. The gain scores pertaining to study habits and academic achievement in mathematic of student in experimental group are found to be significantly higher then the scores of students in control group.

FOREIGEN STUDY:

Osa G.I. and Alutis, (2012)[26] examined the usefulness of Imbibing in the students study habit as a means of enhancing their academic performance. The study tried to delve in to the fallen standard of education in Nigeria and reasons for the fallen standard from the perspective of the stake holders in education, the teacher, parents as well as the students themselves.

Odiri and Onoshakpokaiye (2015)[27] examined the relationship of study habits of students and their achievement in mathematics. Objective: To find out the relationship of study habits of students and their achievement in mathematics. Sample: A sample of 500 students was randomly selected from 25 public secondary schools in Delta Central Senatorial District, Delta State, Nigeria. Tools: Questionnaires were drawn to gather data on students' study habits. Students' results in mathematics were also collected from their various schools to gather data on their achievement in mathematics. Statistical Techniques: Regression and ANOVA were used to analyze the data. Findings: There was significant relationship between students' study habits and mathematics achievement. There was a significant difference in mathematics achievement between good study habits and poor study habits.

Alade and Kuku (2017)[2] studied the impact of frequent of testing on study habits and l students in Ogun State,oondary schong public secoachievement in Mathematics am Nigeria. A sample of 250 students was selected using multistage sampling technique. the analysis o yed f o variance were empl o f coMeans, standard deviations, and analyses n revealed that significantof the investigati o f the data. The results o n o and interpretati res of students' achievement in Mathematics andound in the mean scodifferences were f n, theo varying test frequencies. In additi o sing students t o f exp o study habits as a result ve studyo impr o r when planning t o t a significant fact o study revealed that gender was n habits and achievement in Mathematics.

Ajai John T (2020)[3] The purpose of present research study to explore the relation between study habit and academic achievement of secondary school science students. The sample of research study 199 students selected from 5 school through simple random sampling technique statistical techniques are used in this study those are frequency, counts, mean and product moment coefficient of correlation. The research study found that a strong positive, high and exist significant correlation between study habit and academic achievement of secondary school students.

Study Related to Learning Style and Academic Achievement:

INDIAN STUDY:

Neetu study (2012)[23] " Learning-thinking style of secondary school students in relation to their academic achievement. The main objective of the study was the relationship between learning thinking style of secondary school students and academic achievement. The study results indicate a positively significant relation to learning-thinking style and academic achievement. Understanding of the results enables to academic achievement is a factor which influences the learning-thinking style of secondary school students. Additionally, male and

female students have not differed in respect to their academic achievement but they are different in respect to their learning-thinking style".

Vaishnav (2013)[36] studied the relationship between academic achievement and learning styles among secondary school students. The three types of learning styles which are visual, auditory and kinesthetic were considered in this study. The main objective of the study was to study the relationship of the learning styles on academic achievement and to investigate its effect on the academic achievement. The results revealed that the learning styles. In the same results, the effect of learning styles on academic achievement was found as well as the relationship between academic achievement and learning styles.

The Gokal study (2013)[12] "Effect of students' learning styles to their academic success" aimed at investigating the effect of their success and relationship between their learning styles and academic success of the first and last implementations of the subtests. It results indicated that there was significant differences between learning styles and academic success; class participation and motivation, learning, using the library, listening, effective reading, writing and getting prepared for and taking exams etc.

Thakkar (2014)[33] studied of the effect of learning styles on 1580 senior secondary school students in learning achievement of Ahmedabad. It was revealed that students did not prefer to dependent and collaborative learning style and also further resulted that learning styles may not affect learning achievement but the achievement was affected by system of examination.

FOREIGN STUDY:

Al-Hebaishi (2012)[4] The study aimed at determining the relationships between learning styles, strategies and academic performance of 88 English Majors of Saudi. The study results indicated that there was a less significant relationship between learning styles and academic performance.

Kadir (2013)[16] conducted a study on the relationship between academic performance and learning styles in the Professional college of Mara in Malasia. The study comprised 508 students selected through stratified random sampling the male as well as the female aged etween 18-25 years old characterized the sample. To analyze data, the statistical techniques namely, product moment coefficient of correlation and multiple regression R were used. The results revealed that there was significant relationship between the environmental dimensions and academic performance

Nzesei (2015)[24] determined the relationship between learning style and academic achievement among secondary school students in Kenya. The findings indicate that majority of the students are trimodal learners, followed by bimodal (VA) learners and thirdly by unimodal (V) learners. The least preferred learning style is the single kinesthetic modality which was preferred by only 2 female students. The findings indicated that "there is no significant difference in learning style preference among male and female students and among high and low academic achievement groups. There is strong positive and statistically significant relationship between learning styles and academic achievement for the tri-modal learners, and among male and female students".

Nargis Munir & Nasir Ahmad (2018)[25] The study was designed to investigate the relationship between learning style and academic performance of the secondary school students. Objective of the study to determine learning styles of secondary school students and to study the relationship between learning styles and academic performance of students. A sample of 745 students selected from 12 secondary school by using simple random sampling technique. In the study descriptive survey method was used. Finding of the study revealed that, male students had higher level of preference in visual and auditory learning styles as compared to female students at the secondary level. there is significant relationship between learning styles academic achievement of secondary school students.

Study Related to Socio – Economic Status and Academic Achievement:

INDIAN STUDY:

Rather A.S and Sharma K.K (2015)[29] conducted a study on "impact of socioeconomic status on the academic grades of secondary level students". The study revealed that there was an intimate relationship between socio economic status and academic grades of students. The male students perform better and got better academic grades than female students. The result of the study also revealed that there was no significant difference between the urban and rural secondary school students in terms of the achievement of grades in their term end examinations.

Preeti Singh, Garima Choudhary (2015)[28] this study investigated the impact of socio economic status on the academic achievement of secondary school students of Delhi city. The investigator undertook the study in government as well as private schools located in Delhi and in totality, 15 schools were finalized. Normative survey method upon 450 samples from class xi was utilized to gather the data. „socio-economic status scale" (SESS) was used while the total marks obtained by the students in the previous class, i.e. standard x were used as an achievement criteria and for data analysis mean, SD, one way ANOVA, t-test were employed. The result of this study showed the difference between high and low socioeconomic status groups. This study further reveals that gender influences the academic achievement at secondary school (standard – XI) level. It is also found that the academic achievement was influenced by the socio economic status and those who belonged to high & middle socioeconomic status have shown better performance. Based on these findings, some recommendations were given with great implications for both practice and further studies.

Azad Ahmad Andrabi & Nayyar Jabeen (2016)[5] The present study explore the connection between socio economic status and academic achievement of secondary school students. A sample of the study 564 students. Tribal and non

tribal students were selected for the study by stratified random sampling technique. Descriptive survey method was adopted in this research study. Objectives of the study to find the relation between academic achievement and socio economic status among tribal and non tribal students and male and female students. The research study found that there is exist significant relationship between socio economic status and academic achievement of tribal and non tribal secondary school students. This study also found a exist significant relationship between socio economic status and academic achievement of students.

Mushtaq Ahmad Bhat (2016)[22] studied the effect of Socio Economic Status on Academic Performance of Secondary School Students. The present study aimed to investigate the relationship between socio economic status and academic achievement of secondary school students belonging to different educational zones of Ganderbal district of Jammu and Kashmir State. This descriptive analytical study was done on 120 students of secondary Schools through random sampling. Result proved that there is a significant difference in the academic achievement of high socioeconomic status of students in comparison to low socioeconomic status of students. Significant differences were found between the students with (high and low) and (high and middle) socioeconomic status. On the other hand insignificant difference was found between the students with middle and low socioeconomic status in respect to academic achievement.

FORIEGN STUDY:

Ahmar F and Anwar E (2013)[6] conducted a study on "socio economic status and its relation to academic achievement of higher secondary school students". The study examined the effects of gender and socio-economic status on academic achievement of higher secondary school students of Lucknow city. The result of the study showed the difference between high and low socio-economic groups. Academic achievement is influenced by the socio-economic

status and those who belong to high socio-economic status showed better performance.

Kapinga, O.S. (2014)[18] conducted a study on "Impact of Parental Socio-Economic Status on Students' Academic Achievement in Secondary Schools in Tanzania." The study revealed that the education of parents has impact on academic achievement of the students. Occupation, parents' income, home learning environment and SES affects academic achievement of the secondary school students in Tanzania.

Igbo J.N, Okafor R.A, Eze, J.U. (2014)[13] conducted a study on "The role of socio economic background on self-concept and academic achievement of in school adolescents in Nigeria" This study investigated the influence of socio-economic background on self concept and academic achievement of senior secondary school students in Aguata education zone of Anambah state Nigeria. Result of data analysis showed that socioeconomic background significantly influences self-concept and academic achievement of students.

Aliyu A.G. (2016)[7] conducted a study on "influence of socio-economic status on academic achievement of senior secondary students, in Nassarawa zonal education area of Kano state, Nigeria." The study investigated that there was a strong relationship between family socio-economic background and academic achievement of senior secondary school students. The study also investigates that sometimes there was an exceptional case where by those children with poor family background performed better academically than those from good family background

Conclusion :-

Several factors have a major impact on student's academic achievement. Among them are study habits, learning style and socio economic status. This helps the student find success in learning. Each students learning style and study habit is different. Student engaging in learning through visual aids,

hearing aids, experimentation, etc will help you learn the content easily and remember it for a long time.

Research Gap :-

The previous study revealed a positive relation between Study Habits and Academic Achievement of students. There is significant relation between Study Habits and Academic Achievement of secondary school students (Ebele Uju F & Olofu Paul A-2017, Jasgeet Kaur 2020, Ranju T Nair 2020). There was no significant difference between Study Habits and Academic Achievement of secondary school students (K. Thiyagu 2013, A.S.Arul Lawrence 2014).

Each students learning style is different. Some studies show that there is a positive relation between learning styles and Academic Achievement of secondary school students. There is no significant relation between boys and girls students Learning Style and Academic Achievement of students (Simpel Sing 2018, Dr Nimmi Maria Oommen 2015, Rahmani & Jahanbakhsh 2020). There is significant positive relation between Learning Style and Academic Achievement of students (Mahraj Ahmad Bhat & Punita Govil 2014, Rajshree S. Vaishnav 2013, K Gopalkrishnan 2017). There is no significant correlation between Learning Styles and Academic Achievement of students (Nargis Munir, Nasir Ahmad 2018)

Socio Economic Status of the students influence their Academic Achievement. There is a difference between High socio economic status, Average socio economic status and Low socio economic status category students. Positive effect of parental socio economic status and academic achievement of students (Qaiser Suleman & Mahammad Shakir 2012, Abdulkadir Mohamud Dahie & Mohamed Omer Mohamed 2016). There is a significant difference between the academic achievement of high socio economic status of students in comparison to low socio economic status of students (Mushtaq Ahmad Bhat & Irfan Ahmad Wani 2016, Ritu Chanda 2013).

Conclusion:

Study Habits, Learning Style and Socio Economic Status have a major impact on students Academic Achievement. These independent variables have a positive impact on students academic achievement. Students academic achievement varies from region to region. This is because the education system and the social environment of the respective region are different. Therefore, I have chosen this topic to understand how Study Habits, Learning Styles and Socio Economic Status affect the Academic Achievement of High School Students in Vijayapura District.

General objective of the study:

- To study the influence of Study Habits, Learning Styles and Socio Economic Status on Academic Achievement of Secondary School Students
- To study the influence of Study Habits, Learning Styles and Socio Economic Status on Academic Achievement of Secondary School Boys Students.
- To study the influence of Study Habits, Learning Styles and Socio Economic Status on Academic Achievement of Secondary School Girls Students.
- To study the influence of Study Habits, Learning Styles and Socio Economic Status on Academic Achievement of Government Secondary School Students.
- To study the influence of Study Habits, Learning Styles and Socio Economic Status on Academic Achievement of Aided Secondary School Students.
- To study the influence of Study Habits, Learning Styles and Socio Economic Status on Academic Achievement of Unaided Secondary School Students.
- To study the influence of Study Habits, Learning Styles and Socio Economic Status on Academic Achievement of Urban Secondary School Students.
- To study the influence of Study Habits, Learning Styles and Socio Economic Status on Academic Achievement of Rural Secondary School Students.

Variables:

Independent variables to be considered in the study:

1) Study Habits
2) Learning Styles
3) Socio Economic Status

Dependent variable to be considered in the study:

1) Academic Achievement

Moderate variables:

1) Management
2)Location
3) Gender

Specific objectives of the study:

Secondary School Students:

- To study the influence of Study Habits on Secondary School Students Academic Achievement of Vijayapura District.
- To study the influence of Learning Style on Secondary School Students Academic Achievement of Vijayapura District.
- To study the influence of Socio Economic Status on Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Study Habits and Learning Styles on Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Learning Styles and Socio Economic Status on Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Socio Economic Status and Study Habits on Secondary School Students Academic Achievement of Vijayapura District.

- To study the interaction effect of Study Habits, Learning Styles and Socio Economic Status on Secondary School Students Academic Achievement of Vijayapura District.

Secondary School Boys Students:

- To study the influence of Study Habits on Secondary School Boys Students Academic Achievement of Vijayapura District.
- To study the influence of Learning Styles on Secondary School Boys Students Academic Achievement of Vijayapura District.
- To study the influence of Socio Economic Status on Secondary School Boys Students Academic Achievement of Vijayapura Distict.
- To study the interaction effect of Study Habits and Learning Styles on Secondary School Boys Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Learning Styles and Socio Economic Status on Secondary School Boys Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Socio Economic Status and Study Habits on Secondary School Boys Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Study Habits, Learning Styles and Socio Economic Status on Secondary School Boys Students Academic Achievement of Vijayapura District.

Secondary School Girls Students:

- To study the influence of Study Habits on Secondary School Girls Students Academic Achievement of Vijayapura District.
- To study the influence of Learning Styles on Secondary School Girls Students Academic Achievement of Vijayapura District.
- To study the influence of Socio Economic Status on Secondary School Girls Students Academic Achievement of Vijayapura District.

- To study the interaction effect of Study Habits and Learning Styles on Secondary School Girls Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Learning Styles and Socio Economic Status on Secondary School Girls Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Socio Economic Status and Study Habits on Secondary School Girls Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Study Habits, Learning Styles and Socio Economic Status on Secondary School Girls Students Academic Achievement of Vijayapura District.

Government Secondary School Students:

- To study the influence of Study Habits on Government Secondary School Students Academic Achievement of Vijayapura District.
- To study the influence of Learning Styles on Government Secondary School Students Academic Achievement of Vijayapura District.
- To study the influence of Socio Economic Status on Government Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Study Habits and Learning Styles on Government Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Learning Styles and Socio Economic Status on Government Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Socio Economic Status and Study Habits on Government Secondary School Students Academic Achievement of Vijayapura District.

- To study the interaction effect of Study Habits, Learning Styles and Socio Economic Status on Government Secondary School Students Academic Achievement of Vijayapura District.

Aided Secondary School Students:

- To study the influence of Study Habits on Aided Secondary School Students Academic Achievement of Vijayapura District.
- To study the influence of Learning Styles on Aided Secondary School Students Academic Achievement of Vijayapura District.
- To study the influence of Socio Economic Status on Aided Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Study Habits and Learning Styles on Aided Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Learning Styles and Socio Economic Status on Aided Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Socio Economic Status and Study Habits on Aided Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Study Habits, Learning Styles and Socio Economic Status on Aided Secondary School Students Academic Achievement of Vijayapura District.

Unaided Secondary School Students:

- To study the influence of Study Habits on Unaided Secondary School Students Academic Achievement of Vijayapura District.
- To study the influence of Learning Styles on Unaided Secondary School Students Academic Achievement of Vijayapura District.
- To study the influence of Socio Economic Status on Unaided Secondary School Students Academic Achievement of Vijayapura District.

- To study the interaction effect of Study Habits and Learning Styles on Unaided Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Learning Styles and Socio Economic Status on Unaided Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Socio Economic Status and Study Habits on Unaided Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Study Habits, Learning Styles and Socio Economic Status on Unaided Secondary School Students Academic Achievement of Vijayapura District.

Urban Secondary School Students:

- To study the influence of Study Habits on Urban Secondary School Students Academic Achievement of Vijayapura District.
- To study the influence of Learning Style on Urban Secondary School Students Academic Achievement of Vijayapura District.
- To study the influence of Socio Economic Status on Urban Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Study Habits and Learning Styles on Urban Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Learning Styles and Socio Economic Status on Urban Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Socio Economic Status and Study Habits on Urban Secondary School Students Academic Achievement of Vijayapura District.

- To study the interaction effect of Study Habits, Learning Styles and Socio Economic Status on Urban Secondary School Students Academic Achievement of Vijayapura District.

Rural Secondary School Students:

- To study the influence of Study Habits on Rural Secondary School Students Academic Achievement of Vijayapura District.
- To study the influence of Learning Style on Rural Secondary School Students Academic Achievement of Vijayapura District.
- To study the influence of Socio Economic Status on Rural Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Study Habits and Learning Styles on Rural Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Learning Styles and Socio Economic Status on Rural Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Socio Economic Status and Study Habits on Rural Secondary School Students Academic Achievement of Vijayapura District.
- To study the interaction effect of Study Habits, Learning Styles and Socio Economic Status on Rural Secondary School Students Academic Achievement of Vijayapura District.

Research Hypothesis:

Keeping in view the above specific objectives the following Research Hypothesis are framed.

Secondary School Students:

- There is no significant difference in Good and Poor Study Habits in terms of their influence on Academic Achievement of Secondary School Students of Vijayapura District.
- There is no significant difference in Good and Poor Learning Styles in terms of their influence on Academic Achievement of Secondary School Students of Vijayapura District.
- There is no significant difference in Higher and Lower Socio Economic Status in terms of their influence on Academic Achievement of Secondary School Students of Vijayapura District.
- Interaction effect of Study Habits and Learning Styles differ significantly in terms of their influence on Academic Achievement of Secondary School Students of Vijayapura District.
- Interaction effect of Learning Styles and Socio Economic Status differ significantly in terms of their influence on Academic Achievement of Secondary School Students of Vijayapura District.
- Interaction effect of Socio Economic Status and Study Habits differ significantly in terms of their influence on Academic Achievement of Secondary School Students of Vijayapura District.
- Interaction effect of Study Habits, Learning Styles and Socio Economic Status differ significantly in terms of their influence on Academic Achievement of Secondary School Students of Vijayapura District.

Secondary School Boys Students:

- There is no significant difference in Good and Poor Study Habits of Secondary School Boys Students of Vijayapura District in terms of their influence on Academic Achievement.
- There is no significant difference in Good and Poor Learning Styles of Secondary School Boys Students of Vijayapura District in terms of their influence on Academic Achievement.

- There is no significant difference in Higher and Lower Socio Economic Status of Secondary School Boys Students of Vijayapura District in terms of their influence on Academic Achievement.
- Interaction effect of Study Habits and Learning Styles differ significantly in terms of their influence on Academic Achievement of Secondary School Boys Students of Vijayapura District.
- Interaction effect of Learning Styles and Socio Economic Status differ significantly in terms of their influence on Academic Achievement of Secondary School Boys Students of Vijayapura District.
- Interaction effect of Socio Economic Status and Study Habits differ significantly in terms of their influence on Academic Achievement of Secondary School Boys Students of Vijayapura District.
- Interaction effect of Study Habits, Learning Styles and Socio Economic Status differ significantly in terms of their influence on Academic Achievement of Secondary School Boys Students of Vijayapura District.

Secondary School Girls Students:

- There is no significant difference in Good and Poor Study Habits of Secondary School Girls Students of Vijayapura District in terms of their influence on Academic Achievement.
- There is no significant difference in Good and Poor Learning Styles of Secondary School Girls Students of Vijayapura District in terms of their influence on Academic Achievement.
- There is no significant difference in Higher and Lower Socio Economic Status of Secondary School Girls Students of Vijayapura District in terms of their influence on Academic Achievement.
- Interaction effect of Study Habits and Learning Styles differ significantly in terms of their influence on Academic Achievement of Secondary School Girls Students of Vijayapura District.

- Interaction effect of Learning Styles and Socio Economic Status differ significantly in terms of their influence on Academic Achievement of Secondary School Girls Students of Vijayapura District.
- Interaction effect of Socio Economic Status and Study Habits differ significantly in terms of their Influence on Academic Achievement of Secondary School Girls Students of Vijayapura District.
- Interaction effect of Study Habits, Learning Styles and Socio Economic Status differ significantly in terms of their influence on Academic Achievement of Secondary School Girls Students of Vijayapura District.

Government Secondary School Students:

- There is no significant difference in Good and Poor Study Habits of Government Secondary School Students of Vijayapura District in terms of their influence on Academic Achievement.
- There is no significant difference in Good and Poor Learning Styles of Government Secondary School Students of Vijayapura District in terms of their influence on Academic Achievement.
- There is no significant difference in Higher and Lower Socio Economic Status of Government Secondary School Students of Vijayapura District in terms of their influence on Academic Achievement.
- Interaction effect of Study Habits and Learning Styles differ significantly in terms of their influence on Academic Achievement of Government Secondary School Students of Vijayapura District.
- Interaction effect of Learning Styles and Socio Economic Status differ significantly in terms of their influence on Academic Achievement of Government Secondary School Students of Vijayapura District.
- Interaction effect of Socio Economic Status and Study Habits differ significantly in terms of their Influence on Academic Achievement of Government Secondary School Students of Vijayapura District.
- Interaction effect of Study Habits, Learning Styles and Socio Economic Status differ significantly in terms of their influence on Academic

Achievement of Government Secondary School Students of Vijayapura District.

Aided Secondary School Students:

- There is no significant difference in Good and Poor Study Habits of Aided Secondary School Students of Vijayapura District in terms of their influence on Academic Achievement.
- There is no significant difference in Good and Poor Learning Styles of Aided Secondary School Students of Vijayapura District in terms of their influence on Academic Achievement.
- There is no significant difference in Higher and Lower Socio Economic Status of Aided Secondary School Students of Vijayapura District in terms of their influence on Academic Achievement.
- Interaction effect of Study Habits and Learning Styles differ significantly in terms of their influence on Academic Achievement of Aided Secondary School Students of Vijayapura District.
- Interaction effect of Learning Styles and Socio Economic Status differ significantly in terms of their influence on Academic Achievement of Aided Secondary School Students of Vijayapura District.
- Interaction effect of Socio Economic Status and Study Habits differ significantly in terms of their Influence on Academic Achievement of Aided Secondary School Students of Vijayapura District.
- Interaction effect of Study Habits, Learning Styles and Socio Economic Status differ significantly in terms of their influence on Academic Achievement of Aided Secondary School Students of Vijayapura District.

Unaided Secondary School Students:

- There is no significant difference in Good and Poor Study Habits of Unaided Secondary School Students of Vijayapura District in terms of their influence on Academic Achievement.

- There is no significant difference in Good and Poor Learning Styles of Unaided Secondary School Students of Vijayapura District in terms of their influence on Academic Achievement.
- There is no significant difference in Higher and Lower Socio Economic Status of Unaided Secondary School Students of Vijayapura District in terms of their influence on Academic Achievement.
- Interaction effect of Study Habits and Learning Styles differ significantly in terms of their influence on Academic Achievement of Unaided Secondary School Students of Vijayapura District.
- Interaction effect of Learning Styles and Socio Economic Status differ significantly in terms of their influence on Academic Achievement of Unaided Secondary School Students of Vijayapura District.
- Interaction effect of Socio Economic Status and Study Habits differ significantly in terms of their Influence on Academic Achievement of Unaided Secondary School Students of Vijayapura District.
- Interaction effect of Study Habits, Learning Styles and Socio Economic Status differ significantly in terms of their influence on Academic Achievement of Unaided Secondary School Students of Vijayapura District.

Urban Secondary School Students:

- There is no significant difference in Good and Poor Study Habits of Urban Secondary School Students of Vijayapura District in terms of their influence on Academic Achievement.
- There is no significant difference in Good and Poor Learning Styles of Urban Secondary School Students of Vijayapura District in terms of their influence on Academic Achievement.
- There is no significant difference in Higher and Lower Socio Economic Status of Urban Secondary School Students of Vijayapura District in terms of their influence on Academic Achievement.

- Interaction effect of Study Habits and Learning Styles differ significantly in terms of their influence on Academic Achievement of Urban Secondary School Students of Vijayapura District.
- Interaction effect of Learning Styles and Socio Economic Status differ significantly in terms of their influence on Academic Achievement of Urban Secondary School Students of Vijayapura District.
- Interaction effect of Socio Economic Status and Study Habits differ significantly in terms of their Influence on Academic Achievement of Urban Secondary School Students of Vijayapura District.
- Interaction effect of Study Habits, Learning Styles and Socio Economic Status differ significantly in terms of their influence on Academic Achievement of Urban Secondary School Students of Vijayapura District.

Rural Secondary School Students:

- There is no significant difference in Good and Poor Study Habits of Rural Secondary School Students of Vijayapura District in terms of their influence on Academic Achievement.
- There is no significant difference in Good and Poor Learning Styles of Rural Secondary School Students of Vijayapura District in terms of their influence on Academic Achievement.
- There is no significant difference in Higher and Lower Socio Economic Status of Rural Secondary School Students of Vijayapura District in terms of their influence on Academic Achievement.
- Interaction effect of Study Habits and Learning Styles differ significantly in terms of their influence on Academic Achievement of Rural Secondary School Students of Vijayapura District.
- Interaction effect of Learning Styles and Socio Economic Status differ significantly in terms of their influence on Academic Achievement of Rural Secondary School Students of Vijayapura District.

- Interaction effect of Socio Economic Status and Study Habits differ significantly in terms of their Influence on Academic Achievement of Rural Secondary School Students of Vijayapura District.
- Interaction effect of Study Habits, Learning Styles and Socio Economic Status differ significantly in terms of their influence on Academic Achievement of Rural Secondary School Students of Vijayapura District.

Design of the study:

The present study is the Descriptive study where a survey with be under taken to measure the scores on Study Habits, Learning Styles and Socio Economic Status of secondary school students of vijayapura district with

Regard to their interaction influence on secondary school students Academic Achievement. The study will be carried out under the following five phases

Phase One:- Selection of appropriate tools to measure the variable like Study Habits, Learning Styles and Socio Economic Status.

Phase Two:- Construction and validation of Academic Achievement tool.

Phase Three:- Selection of the sample for study.

Phase Four:- Collection of Data.

Phase Five:- Statistical analysis of data and reported writing.

Tools to be used in the study:

To test the hypothesis 1-56 formulated for the study data will be collected with the help of following tools.

1) Study Habits:

Deepti Sharma and Masaud Ansar
Study Habit Test (SHT – SDAM) 9 to 10

2) Learning Styles:

K.S.Misra Learning Style Inventory (LSI – MK) Hindi/English
9 to PG Class students

3) Socio Economic Status:

Sunil Kumar Upadhyay Socio Economic Status Scale (SESS – UKS)
Hindi/English Age- 13-19 years

4) Academic Achievement:

Shall be considered for Academic Achievement of students previous years Average marks.

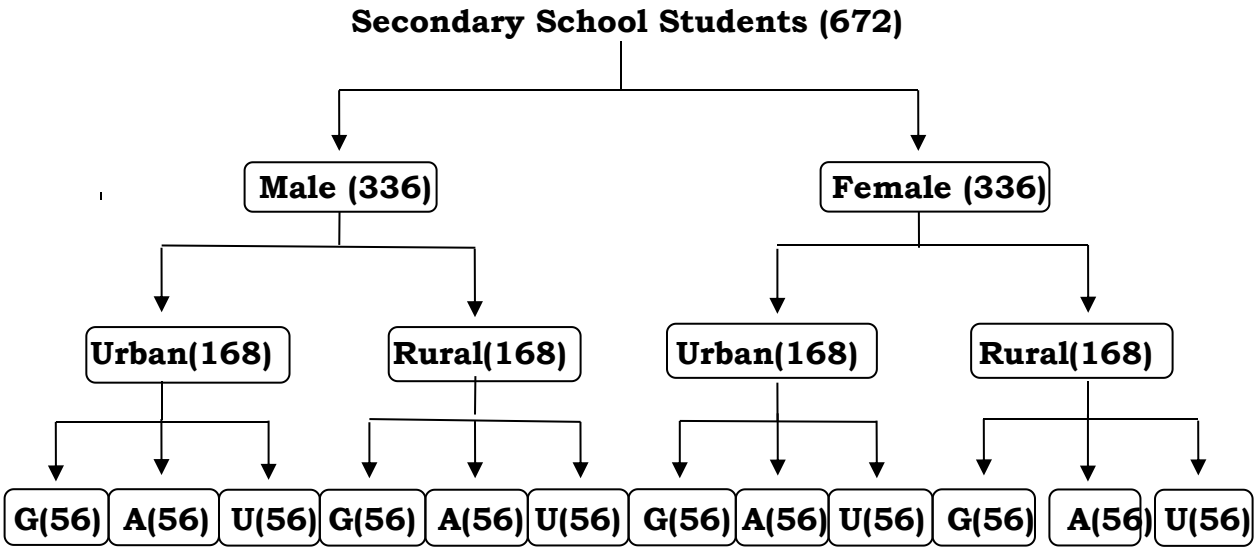
Methedology:

In the present study descriptive survey method has been used for research.

Population and Sample of the study:

In present study researcher has taken the population of vijayapura District from DDPE office Vijayapura. the study is done on 9th secondary school students of vijayapura District among moderate variables which are applicable to the study. the total population of the study is 47,036. In the population the sample is taken on the basis of the least strength of the students of taluka. That is, Vijayapura Rural, Government school students 28, Aided school students 28, Unaided school students 40, total 96. The lowest number of seven taluks is in Vijayapura Rural – 96. Multiply this number by 7 (numbers of taluks) and get 672. I have taken this number as a sample for the present study .

Using Stratified Random Sampling Technique 672 students shall be selected from Secondary School 9^{th} class Students of Vijayapura District the breake up of sample will be as follows.



Collection of Data:

Required data relating to Study Habits, Learning Styles and Socio Economic Status of the students will be obtained by administrating Study Habits, Learning Styles and Socio Economic Status of the secondary school students. The investigator will collect the essential data by visiting different secondary schools of vijayapura district. The gender, management and location of the secondary school will be collected through a personal data perform.

Statistical Technique:

In pursuance of the objectives of the study as well the research hypothesis, the 3 way analysis of variance techniques and statistical test will be used.

Analysis of Data:

Scores relating to Study Habits (Good – Poor), Learning Styles (Good – Poor) & Socio Economic Status (Higher –Lower) and constitute the raw data for present study. Thus 2x2x2 factorial design to be used for analysis of data.

The analysis of data will be presented under than eight section.

- **Section 1 :-**Deals with analysis of data pertaining to entire sample.
- **Section 2 :**-Deals with analysis of data pertaining to Government Secondary School Students of Vijayapura District.
- **Section 3:**-Deals with analysis of data pertaining to Urban Scondary School Students of Vijayapura District.
- **Section 4:**-Deals with analysis of data pertaining to Rural Secondary School Students of Vijayapura District.
- **Section 5:-**Deals with analysis of data pertaining to Aided Secondary School Students of Vijayapura District.
- **Section 6:**-Deals with analysis of data pertaining to Unaided Secondary School Students of Vijayapura Disrtict.
- **Section 7:**-Deals with analysis of data pertaining to Secondary School Girls Students of Vijayapura District .

  Section 8:-Deals with analysis of data pertaining to Secondary School Boys Students of Vijayapur District.

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